

# Analysis Resources

## ELEMENTS OF HISTORY

- Syllabus:

- History encourages students to develop an understanding of significant historical concepts such as:

- cause and effect,
    - change and continuity,
    - significance,
    - empathy, and
    - contestability.<sup>1</sup>

- Cause, course, and consequence.

- *Immediate causal factors* are directly linked to (that is, causing) the event occurring. They typically take place just prior to the event in question.
  - *Underlying factors* represent broader underlying elements, practices, or beliefs that are not directly tied to a single event but contribute to it. ([VirtualHistorian.ca](#))

- [HistoricalThinking.ca](#)'s "Historical Thinking Concepts":

- 1. Establish *historical significance*,
    2. Use *primary source evidence*,
    3. Identify *continuity and change*,
    4. Analyse *cause and consequence*,
    5. Take *historical perspectives*, and
    6. Understand the *ethical dimension* of historical interpretations. ([link](#))

- Continuity and change.

- key historical thinking concepts like historical significance, cause and consequence, use of evidence, or change and continuity ([Miguel-Revilla et al., 2021](#)).

- *Longue durée*—"long lines of history".

- > This is what distinguishes the historian from the chronicler or journalist.

- The warp and weft (or woof and warp); that is, the fabric, of history.

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<sup>1</sup> Syllabus, 2017, p. 9. Bullets and Oxford comma added.



The fabric of history.<sup>1</sup> The right character is a film camera.  
(A censor's bark is worse than its bite.)

## SOURCE ANALYSIS

### SOURCE ANALYSIS SCAFFOLDS

#### Acronyms

- Rose makes the point that ideally these scaffolds should get *harder* as they go on.
- ADAMANT: Author, Date, Audience, Message, Agenda (or Motive), Nature (or Type), Techniques (or Evidence of Bias).<sup>2</sup>
- SOAPS: Speaker, Occasion, Audience, Purpose, Subject.
- COOP. (From a TikTok comment.) Content, Own knowledge, Origin, Purpose.
- HAPPY: Historical context, Audience, Point of view, Purpose, whY is it significant. From Cassandra Carola.
- TOPMAC: Type, Origin, Perspective, Motive, Audience, Content.
- WWWHWW (“the six Ws”): Who, What, When, Where, Why, hoW.

<sup>1</sup> GRIFFITH, D. W. (1916). *The rise and fall of free speech in America*. San Francisco, California. <https://archive.org/details/riseandfallfree00grifgoog/page/n17/mode/1up>. Warp and woof are also used to translate Le13.49 in the ESV, KJV, and presumably others.

<sup>2</sup> Note that “adamant” is a legendary rock. I’m not sure why they felt the need to give a formicid called Adam a pair of binoculars. Now that I look at it, I’m not sold. “Technique (or evidence of bias)?” Why not *just* “bias” or *just* “technique”? Both are different, and both are necessary.

- > “I keep six honest-serving men. They taught me all I knew. Their names are What and Why and When and How and Where and Who.”—Rudyard Kipling. [Link](#).
- OMCAPUR: Origin, Motive, Content, Audience, Perspective, Usefulness, Reliability.
  - > Not “COMPARE”—substituting “effectiveness” for “usefulness”?
  - > The new lingo, especially in Modern History, is “value” rather than “usefulness”, according to classroom discussions at Marist. Check with the professionals.
- THE SIX Cs of primary source analysis.<sup>1</sup>
  - > Why not seven Cs?

#### The 6 C's of Primary Source Analysis

1. Citation—When was this created?
  2. Content—What is the main idea? Describe in detail what you see.
  3. Context—What is going on in the world, the country, the region, or the locality when this was created?
  4. Connections—Link the primary source to other things that you already know or have learned about.
  5. Communication—Is this source reliable?
  6. Conclusions—Ask yourself: How does the primary source contribute to our understanding of history?
- THE FIVE Rs of historical significance.
    - > Remembered, Revealed, Remarked, Resonates and Resulted.
  - IOPCAM: Information, Origin, Perspective, Context, Audience, and Motive.

This letter was written by John Smith to record the events of the battle for his family at home. It is from the perspective of an Australian soldier who had just experienced the Gallipoli landing on the 25th April, 1915, and specifically mentions “running like hell” for survival.<sup>2</sup>

<sup>1</sup> From IPA Schools Program's ([schoolsprogram.org.au](http://schoolsprogram.org.au)) *Analysing Cook's Diary*, and also [this link](#); originally, apparently, from *The History Project*, University of California, Irvine.

<sup>2</sup> <https://www.historyskills.com/2019/08/20/iop-cam-an-acronym-for-source-analysis/>

# My Scaffold

Identify	Connect
① Author	⑦ Perspective
	⑧ Bias
② Date	⑨ Historical Context
③ Location	
④ Audience	⑩ Purpose
⑤ Message	⑪ Technique
⑥ Type of Source	⑫ Value of Source



2.0.

- Everything in the acronyms above is included here.<sup>1</sup>
- The questions increase in difficulty as the student works down the page (per R.G.).
- Each row is linked, but attributes under “Connect” require a greater complexity of historical thinking. (More space is therefore given in column 2.)<sup>2</sup>

<sup>1</sup> As of Thursday 20 March 2025: ¶ ADAMANT: Author → ①, Date → ②, Audience → ④, Message → ⑤, Agenda (Motive) → ⑩ Purpose, Nature (Type) → ⑥ Type of Source, Techniques (Bias/Evidence of Bias) → ⑧, ⑪. ¶ SOAPS: Speaker (Author) → ①, Occasion (Context) → ⑨, Audience → ④, Purpose → ⑩, Subject (Message) → ⑤. ¶ COOP: Content → ⑤ Message, Own knowledge (Context/Connections) → ⑨, Origin → ①, ②, ③, Purpose → ⑩. ¶ HAPPY: Historical Context → ⑨, Audience → ④, Point of View (Perspective) → ⑦, Purpose → ⑩, Why is it significant (Usefulness) → ⑫. ¶ TOPMAC: Type → ⑥, Origin → ①, ②, ③, Perspective → ⑦, Motive → ⑩, Audience → ④, Content → ⑤. ¶ wwwhww: Who → ①, What → ⑤, When → ②, Where → ③, Why → ⑩, How → ⑪. ¶ OMCAPUR: Origin → ①, ②, ③, Motive → ⑩, Content → ⑤, Audience → ④, Perspective → ⑦, Usefulness → ⑫, Reliability (Bias) → ⑧. ¶ 6 C's of Primary Source Analysis: Citation (Date) → ②, Content → ⑤, Context → ⑨, Connections → ⑨, Communication (Reliability) → ⑧, Conclusions (Usefulness) → ⑫.

<sup>2</sup> This new scaffold also improves on ADAMANT by clarifying that *technique* relies on an analysis of *message*, and *bias* is a feature of the *author*. They are both important, and ought not be conflated. Note that “Value of source” has replaced “Usefulness” per the discussion of terms now used in especially Modern History HSC exams.